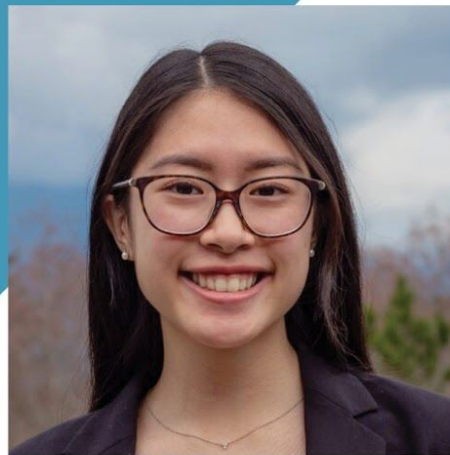


**simon fraser**  
**student society**

**SFSS BOARD  
OF DIRECTORS  
SEMESTER  
REPORT**



**Emerly Liu**  
**Education Rep**

**Sep 2020 - Dec 2020**



# TABLE OF CONTENTS

Executive Summary

Completed Projects

On-going Projects

Pain Points

Recommendations

# EXECUTIVE SUMMARY



Hello there! My name is Emerly Liu, and I am the current Faculty of Education Representative for the 2020/2021 Simon Fraser Student Society (SFSS) Board of Directors. Within the SFSS, I sit on the Accessibility Advisory Committee, the Events Committee, and the University and Academic Affairs Committee. Within the Faculty of Education, I am the appointed student representative for the Faculty Council, the Undergraduate Programs Committee, and the Student Experience Think Tank.

This semester, I have collaborated with SFSS staff, SFU staff, and SFU students and spearheaded the following initiatives:

- SFU Faculty of Education Resource Package
- Open Educational Resource Faculty Survey
- Open Access Week Open Educational Resource Workshop
- SFSS x SFU Esports x CAC Spellbound Game Nights
- Faculty Appreciation Padlet
- Psycho-Educational Assessments
- Anti-Racism Education within the Faculty of Education Programs

In my work to improve student well-being, financial health, and academic experience, I have hit many roadblocks. There has been a lack of response and support from the Faculty of Education and all other faculty on projects that aim to resolve student-related issues. It is discouraging to experience this because my colleagues and I cannot generate change without the cooperation of the University.

As the progress on my long-term projects become stagnant, I have found it beneficial to bide my time with small projects. Unlike last semester wherein the majority of my initiatives focused on academic and finance-based issues, I have realized the importance of working on fun, short-term projects that yield immediate rewards to sustain your motivation.

# COMPLETED PROJECTS



## Project One: SFU Faculty of Education Resource Package

### Summary

I began to work on this resource package during the summer in anticipation of the incoming students for the fall 2020 semester. The purpose of this project is to inform Education students and prospective teachers, particularly those in their first or second year, about the various volunteer and employment opportunities available at SFU and within the Faculty. I incorporated anecdotes from two or three SFU undergraduates and alumnus who had experience working for each program to provide insight into the benefits of getting involved.

You can view the guidebook here: <https://bit.ly/2DCWPw0>

### Outcomes

The purpose of this guidebook is to equip Education students and prospective teachers with the knowledge they need to get involved and gain experience working with children and youth. By compiling the details of popular volunteer programs and jobs in one place, I hope to make information more accessible.

### Timeline

[September 1-5] Outreach for student testimonials

[September 8] Finalized the package

[September 9] Published and promoted the resource to students via Facebook, and enlisted help from Faculty of Education Welcome Leaders and Peer Mentors to distribute it to first-year students

[October 7] Worked with the Education Student Association to promote the guidebook on their social media pages

### Results

As of December 2020, the resource package has been viewed 140 times. Here is some positive feedback that I have received from students:

- This is super useful!
- I literally needed this exact thing in first year!
- This is such a great resource!

## Project Two: Open Educational Resource Faculty Survey

### Summary

As a member of the SFU OER working group, I have noticed that it is difficult to accurately track OER usage at SFU. The SFU OER Grants Committee tracks OER projects that were created by SFU instructors through the Grants Program, but that only accounts for a fraction of OER adoptions at SFU. The SFU Bookstore also tracks OER usage when they are helping instructors find course materials, but this is only possible when the instructor reports that they are using OER, and the problem is that they do not. Hence, the purpose of this survey is to track OER usage at SFU by explicitly asking the instructors to report their OER usage. For this, I worked with Sindhu, the SFSS Communications Coordinator, and Sarah, the SFSS Campaigns, Research, and Policy Coordinator to create the surveys for each faculty.

OER Faculty Survey questionnaire:

<https://docs.google.com/document/d/17gS48JGpmu8qqcsH3xjKVwoVb6f0bQqBeVtXkv8VZFA/edit?usp=sharing>

OER Faculty Survey email:

[https://drive.google.com/file/d/1G\\_Sz2\\_q1fUkwJ-2jwuxBcaj5hUPbxHm2/view?usp=sharing](https://drive.google.com/file/d/1G_Sz2_q1fUkwJ-2jwuxBcaj5hUPbxHm2/view?usp=sharing)

### Outcomes

The purpose of this initiative is to be able to accurately track OER usage and student savings at SFU. This data can then be shared with the OER working group and the SFU Bookstore to inform their work. We can also use the information to advocate for more OER adoption across all faculties.

### Timeline

[September 17] Drafted questionnaire

[September 17] Submitted work order to the Communications Department

[September 23] Submitted work order to the Campaigns, Research, and Policy Coordinator

[September 26] Drafted email template

[October 1] The University and Academic Affairs Committee approved the motion to recommend to the Board of Directors to mandate the SFSS Faculty Representatives to distribute the OER Faculty Survey to their respective Deans and relevant faculty

[October 2] The Board of Directors approved the motion to mandate Faculty Representatives to distribute the OER Faculty Survey

[October 16] Faculty Representatives distributed survey emails

[November 3] Met with the Dean to discuss Faculty OER survey

[November 9] Gave updates about the survey submissions to the FARM Committee

## Results

The surveys received a very low response rate. Only 11 instructors responded, all of whom were from the Faculty of Arts and Social Sciences. The majority of Faculty Representatives did not receive a response to their email. During my semesterly meeting with the Dean, I brought this issue to the attention, and she suggested that the Faculty Representatives should resend the surveys in the spring 2021 semester. In the meantime, the survey has been linked in the Faculty of Education “Community of Practice for Remote Teaching Site” along with other OER links for instructors to access.

## Project Three: Open Access Week Open Educational Resource Workshop

### Summary

For Open Access Week (October 19-26), I collaborated with the members of the sFU OER working group to organize a workshop for faculty to learn about OER. My role in this workshop was to talk about why OER matters while putting emphasis on student learning, academic success, financial health, and overall well-being. I also presented some examples of OER.

### Outcomes

The purpose of this event was to raise awareness for OER, explain why OER is important, and demonstrate how instructors can find, adopt, and adapt OER for their courses. In doing so, we hope to motivate more faculty to use OER in place of traditional commercial textbooks.

### Timeline

[September 22] Open Access Week: OER workshop planning

[October 13] OER Workshop Final Plan

[October 21] Open Access Week OER Workshop

### Results

26 people registered for the workshop, and 14 people attended. Instructors showed great interest in the different types of OER and engaged in the question-and-answer-period to find out more about how to incorporate OER in their respective fields of study.

## Project Four: SFSS x SFU Esports x CAC Spellbound Game Nights

### Summary

On behalf of the SFSS Events Committee, I worked with SFU Esports and SFU CAC (Canadianized Asian Club) for their virtual event “Spellbound Game Nights” as part of the SFSS x Club/Student Union Collaboration pilot project. My role was to liaise with the SFU Esports Co-President about funding and promotions.

Full detailed post-event report:

[https://docs.google.com/document/d/1ki0lmZeqy2gf2KknkV33DcNa9drvSzE7MOrC\\_05iQzA/edit?usp=sharing](https://docs.google.com/document/d/1ki0lmZeqy2gf2KknkV33DcNa9drvSzE7MOrC_05iQzA/edit?usp=sharing)

### Outcomes

The main objective was to connect both clubs and their memberships and provide opportunities for students to foster new friendships online.

### Timeline

[September 23] Discussed collaboration at the Events Committee meeting

[September 24] Connected with the SFU Esports Co-President

[September 27] Met with SFU Esports and SFU CAC to discuss details of event

[October 7] The Events Committee approved funding for the event prizes

[October 13] Submitted work report to Communications Department for Instagram promotions

[October 20] Submitted work report to Communications Department for Facebook promotions

[October 28-31] Spellbound Game Nights

### Results

The event fostered an estimated number of 70 SFU students over the course of 4 days. SFU Esports and SFU CAC did not collect any formal feedback from the participants. However, it was noted that the students mentioned that they had fun, and many of them were overheard exchanging information and making plans to play together after the event.



## Project Five: Faculty Appreciation Padlet

### Summary

The transition to remote teaching and learning has been challenging for students and instructors alike, so I thought it would be a good idea to acknowledge and commend the Faculty of Education for their tireless hard work and continued support of Education students. I collaborated with the Faculty of Education Council Representative, Adrienne, to set up a Padlet for students to write anonymous appreciation messages to the Faculty. I drafted an email on behalf of the Education Student Association (ESA) and all Education students to be forwarded by the Dean's Secretary along with the Padlet before the holidays.

You can view the Padlet here: <https://padlet.com/adrienneblas/profappreciation>

### Outcomes

The purpose of this project was to provide Education students with the opportunity to express their heartfelt thank you's to the Faculty of Education. It was our hope that the Faculty would find these messages uplifting and motivating as we head into the new year and spring semester.

### Timeline

[November 30] ESA approved the idea

[December 8-18] Adrienne and I promoted the Padlet on Facebook, Adrienne approved the submissions, and the Education Student Association shared it on their Instagram page

[December 20] I emailed the Padlet to the Dean and the Dean's Secretary

[December 21] The email was forwarded to the Faculty

### Results

The Dean and I received a number of emails from people saying how delighted they were to read the comments. Here are some of those messages:

- It was a wonderful gesture on your part and I know it made a big difference to morale during these challenging times.
- This is so impressive--how thoughtful of you and the Undergraduate Student Association--we are so fortunate to be able to work with you all. Your appreciation means a great deal to us!
- It truly warmed my heart. Thank you for such a timely and much appreciated gesture!!

# ON-GOING PROJECTS



## Project One: Psycho-Educational Assessments

### Summary

Over the past year, I have been working closely with the SFSS Campaigns, Research, and Policy Coordinator, Sarah, Studentcare representatives, Kristin and Bahareh, and the Director of the Centre for Accessible Learning (CAL) to develop a policy to integrate psycho-educational assessments (PEA) into the SFSS Health and Dental Plan. CAL will not take part in the PEA process. Instead, the Studentcare Service Manager at the will be responsible for assisting students with the reimbursement process while protecting the privacy of the students.

We are now working on finalizing the process for students to claim the benefit. There are many components of the policy that we are still discussing with the Accessibility Committee and SFU Disability and Neurodiversity Alliance to ensure that student voices, especially students with disabilities, are at the forefront of decision-making. I plan to bring the draft policy to the Accessibility and Governance Committees for approval to recommend to the Board in the spring 2021 semester.

### Outcomes

The psycho-educational assessments will be covered as an extra-contractual benefit, paid for on a case-by-case basis directly from the SFSS Reserve Fund. The purpose of this initiative is to provide students with the opportunity to receive a psycho-educational assessment at a subsidized cost through the Health and Dental Plan. With a positive diagnosis, students will be able to request and receive academic accommodations through the CAL that they need to learn at their optimum.

### Timeline

[October 20] Sarah and I met with representatives from Studentcare and the Director of CAL to discuss CAL's role in the assessment process

[November 25] Studentcare sent us a draft document outlining the new PEA process

[December 8] Accessibility Committee reviewed and discussed the draft policy

[November 25-December 14] Email correspondence about changes, questions, and concerns from the Accessibility Committee

## Project Two: Anti-Racism Education within the Faculty of Education Programs

### Summary

Since last summer, I have been working with SFU students to advocate to the Faculty of Education at SFU to instate mandatory anti-racist and anti-oppressive courses within their undergraduate and graduate programs. The Faculty of Education prepares hundreds of students to teach in British Columbia each year, so we see a need for all prospective teachers to attend courses that explicitly discuss BIPOC (Black, Indigenous, and people of color) experiences, unlearn, and unpack anti-Blackness and anti-Indigeneity. What we are asking for is the creation of a space where students can begin to develop the necessary knowledge and skills to dismantle the societal arrangements that uphold relations of unequal power.

In June, we distributed a letter to the Faculty of Education Dean, Director of Undergraduate Programs (DUP), Director of Professional Programs, and Associate Director of Professional Programs. Since then, I have had a number of meetings with the Dean and Director of Undergraduate Programs, but there has been minimal progress.

### Letter:

[https://docs.google.com/document/d/1ki0ImZeqy2gf2KknkV33DcNa9drvSzE7MOrC\\_05iQzA/edit?usp=sharing](https://docs.google.com/document/d/1ki0ImZeqy2gf2KknkV33DcNa9drvSzE7MOrC_05iQzA/edit?usp=sharing)

### Outcomes

We want to ensure that students and future educators receive the necessary education and training to teach and talk about anti-racism in schools and support diverse groups of children and their families. Everyone will be an educator to someone in some way, shape, or form, so it is important that these students receive the education they need at SFU to not perpetuate racism in their communities.

In response to our ask, the Dean and DUP have expressed that they are not in favor of mandating an anti-racism education course. They argue that mandating the student to learn about anti-racism is not as effective as the student taking the course of their own volition. Instead, the DUP will be leading a curriculum review that will look at ecological EDI (equity, diversity, inclusion), anti-racism, and anti-oppression. She argues that the Faculty offers a lot of courses that deal with racism and inclusion and they want to make this work more transparent and accessible through the development of a database that students can use to explore courses with these topics.

Within the undergraduate program, multiple instructors are currently working on the design of a Canvas shell for EDUC100 that will include anti-racism education alongside EDI and Indigeneity as its main components. This is a plus because

EDUC100 is a core mandatory lower division course for the Bachelor's degree. In PDP, instructors for EDUC400 are finalizing their plans to invite community activists to speak to the students about how they can do social justice work in their teaching communities.

#### Timeline

[September 22] Meeting with the Dean and Director of Undergraduate Programs

[September 22] Meeting with the President of the Education Student Association

# PAIN POINTS



Advocating for OER at SFU and anti-racism and anti-oppressive education within the Faculty of Education is laborious and receiving a nonresponse or rejection from faculty is disheartening. The OER working group and I have been working diligently to raise awareness about OER and eliminate the cost of textbooks, so it has been disappointing to receive such a low turnout to our OER workshop and for my OER faculty survey. The Faculty of Education's response to our efforts to implement anti-racism education within its programs has been equally as disappointing. Nonetheless, this work will continue, but I need to find the energy to do so.

# RECOMMENDATIONS



I recommend that you work on projects that vary in time and strategic priority. If you only work on long-term, one-type projects that yield little reward, you may become dissatisfied and unmotivated in your work. It is important to mix short-term projects into your portfolio that you find interesting and meaningful to keep your morale high. By working on initiatives like the SFU Faculty of Education Resource Package and Faculty Appreciation Padlet, I felt successful in giving back to the Education community. It is imperative that you feel proud of the work that you do because this high self-esteem will fuel your other projects.